

2006-2007 SES PRELIMINARY EVALUATION REPORT

DEMOGRAPHIC DATA

PROVIDER NAME: [Academia.Net](#)

DISTRICTS SERVED: Muncie Com. Schools, School City of E. Chicago, Gary Com. Schools, School City of Hammond, Anderson Com. Schools, MSD Lawrence Twp., MSD Perry Twp., Indianapolis Public Schools, Scott Cty. School District 1

OF STUDENTS SIGNED UP: 190 (English/Language Arts and Mathematics)

2006-2007 EVALUATION GRADES (see report below for details)

CUSTOMER SATISFACTION: **C**

(How satisfied are districts, schools, and parents with the services that the provider offered)?

SERVICE DELIVERY: **C+**

(How well did the provider implement services, and to what extent did the provider implement its program with fidelity to its originally approved application)?

ACADEMIC EFFECTIVENESS: **C**

(Is the provider increasing the academic achievement of the students it served)?

CUSTOMER SATISFACTION

PARENT REPORT

% of parents reporting: 6%

Overall score: 3.3 out of 4.0

DISTRICT REPORT

% of districts served reporting: 100%

District recommends continuation?: 50% of districts recommend continuation

PRINCIPAL REPORT

% of principals reporting: 28%

Overall Score: 2.3 out of 4.0

CUSTOMER SATISFACTION GRADE: **C**

SERVICE DELIVERY

PARENT REPORT

% of parents reporting:	6%
Overall score:	3.3 out of 4.0

DISTRICT REPORT:

% of districts reporting:	100%
Overall score:	52% (66/126 possible points)

PRINCIPAL REPORT:

% of principals reporting:	28%
Overall score:	2.7 out of 4.0

ONSITE MONITORING/COMPLIANCE:	4.0 out of 4.0
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Go to ([http://mustang.doe.state.in.us/dg/ses/pdf/OnSiteMonitor0607/Acadamia's%2006-07%20On-site%20monitoring%20Report%20\(1-22-07\).pdf](http://mustang.doe.state.in.us/dg/ses/pdf/OnSiteMonitor0607/Acadamia's%2006-07%20On-site%20monitoring%20Report%20(1-22-07).pdf)) to view the Onsite Monitoring Report from 2006-2007

SERVICE DELIVERY GRADE:	C+
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ACADEMIC EFFECTIVENESS

COMPLETION RATE:	12%
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% OF STUDENTS MEETING GOALS	100%
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TYPE OF ASSESSMENT USED BY PROVIDER:	American Ed. Corp.
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% OF STUDENTS SHOWING GAINS	89%
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% OF STUDENTS WHO ATTENDED 80% OR MORE SESSIONS:	46.5%
(Based on # attending 80% / # served who attended at least one session)	

In order to be included in the ISTEP+ analysis provided below, students must have completed 80% of their SES sessions, must not have been retained from 2006 to 2007, and must have ISTEP+ scores for both 2006 and 2007.

ISTEP+ DATA (included in academic effectiveness grade):

For students served by Acadamia.Net in 2006-2007, 64% made scale score gains on ISTEP+ in English/Language Arts and Math, below the statewide average for all SES students in both subjects. 64% of students served by Acadamia.Net showed substantial (one year's) growth in E/LA, exceeding the statewide average for all SES students, but 36% showed substantial (one year's) growth in Math, below the statewide average for all SES students. The percentage of students passing ISTEP+ increased from 71% to 86% for English/Language Arts and stayed the same (71%) in Math.

Category	Acadamia.Net (E/LA)	All SES Students Statewide (E/LA)*	Acadamia.Net (Math)	All SES Students Statewide (Math)*
# of students	14	1675	14	1645
% showing growth on ISTEP+ scale score	64%	71%	64%	73%
% showing substantial (one year's) growth on ISTEP+ scale score**	64%	49%	36%	49%
% passing ISTEP+ (2006)	71%	43%	71%	52%
% passing ISTEP+ (2007)	86%	42%	71%	51%

*Includes all students participating in SES who completed 80% of their sessions, were not retained from grades 2006-2007, and have ISTEP+ scores for 2006 and 2007.

**Substantial growth (one year's growth) is defined as making a large enough scale score gain to pass ISTEP+ from one year to the next.

SES AND NON-SES STUDENTS MATCHED: ISTEP+ RESULTS

When possible, each student who participated in SES, completed 80% of his or her sessions, and had ISTEP+ scores for both 2006 and 2007 was matched with a similar student who was eligible for but did not participate in SES. SES students were matched with other students from their school on a number of characteristics, including grade in school, race, free/reduced lunch eligibility, special education status, limited English proficiency, and 2006 ISTEP+ scale score. The charts below provide the results of the matched comparison. The matched comparison provides a context in which to place the gains or losses made by SES students. By looking at the charts below, it can be determined whether students served by this SES provider performed about the same as similar students who did not participate in SES; worse than similar students who did not participate in SES; or better than similar students who did not participate in SES. For Acadamia.Net, 13 matches out of 14 students (93%) were made for Math, and 11 matches out of 14 students (79%) were made for English/Language Arts.

MATHEMATICS						
	# Matched	% Matched	% showing growth	% showing 1 year's growth	Average growth	% passing (2007)
SES	13	93%	62%	39%	22.4	69%
Not SES			46%	39%	28.3	69%

As shown in the chart above, 62% of the 13 SES students included in the matched comparison showed any growth on ISTEP+ scale score. Comparatively, 46% of the similar but non-participating students showed any growth. The same percentage of SES and similar non-SES students made substantial growth (39%). The same percentage of SES and similar non-SES students passed ISTEP+ in 2007. However, in examining these differences and similarities, it is important to note that the number of students included in the analysis is small (13).

ENGLISH/LANGUAGE ARTS						
	# Matched	% Matched	% showing growth	% showing 1 year's growth	Average growth	% passing (2007)
SES	11	79%	82%	55%	18.2	100%
Not SES			73%	64%	26.9	82%

As shown in the chart above, 82% of the SES students included in the matched comparison showed any growth on ISTEP+ scale score, compared to fewer (73%) of the similar, non-participating students. However, 64% of the non-participating students showed substantial (one year's growth) on ISTEP+ English/Language Arts scale score, compared to fewer (55%) of the SES students. More SES students (100%) passed ISTEP+ in 2007 than similar non-SES students (82%). However, in examining these differences and similarities, it is important to note that the number of students included in the analysis (11) is small.

Note that information provided in the ISTEP+ analysis represents descriptive statistics only (averages and percentages). Additional statistical analyses, including results disaggregated by district and grade level, will be conducted in the statewide evaluation of SES 2006-2007, to be released by the fall of 2008.

ACADEMIC EFFECTIVENESS GRADE: **C**

OVERALL GRADE: **C**